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rare class of work in his special field. It is for such a person that this volume is prepared, quite as much as for the student of sociology." It certainly is to be hoped that young people preparing to teach in the high schools as well as those teachers who hitherto have not had the opportunity to get the point of view here presented, will be among those who find in this volume a method of interpreting social life.

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*Laboratory Manual of First-Year Science for Secondary Schools.* By WATERMAN S. C. RUSSELL AND HOWARD CLINTON KELLY. New York: Henry Holt & Co., 1909. Pp. v+163. \$0.75.

This manual includes thirty-five exercises, each of which is clearly outlined and accompanied by a set of pertinent questions. With the exception of the exercises in botany, they all have a so-called practical aspect. Aside from this characteristic there is no evidence that any centralizing idea governed the selection of topics. Not only are the exercises in any one science absolutely unrelated to those in any of the others, but those in one group may have no real connection with each other.

The statement made in the preface that the pupil who has completed such a course and who takes no further work in science will have obtained from it a fund of valuable information is surely true. But it scarcely seems that the statement to the effect that the course furnishes a broad foundation to aid the student in the future election of science is justified. For instance, the application of some described tests for adulterants to foods known to be pure or impure, similar tests of pure and impure water, determining whether headache powders are dangerous or not (without explanation of the sign whereby danger is recognized), the application of the litmus test to several substances (after having been *told* the litmus test), one good exercise on flames, and one on charcoal as a filter, will scarcely give the student an adequate notion of what chemistry is. Still less will a few experiments in metric measurements, two in ventilation, two in heating systems, two in magnetism, and two in electric bells and wiring for bells give him a true conception of what physics involves. Moreover, in such an outline, the exercises in botany ought also to have been of a practical nature: for instance, exercises in grafting and pruning and in propagation by slips. The choice made is likely to confirm in the mind of the student the usual though false notion that botany is a science without practical value.

For a person desiring a manual of exercises which will give some training in the mechanical methods of laboratory work and which will teach some heterogeneous facts in applied science, this manual may prove satisfactory. But for one who is in search of a manual the exercises of which will afford training in the scientific method of inquiry and which will compose a unified course involving the elements of the several high-school sciences it will prove useless.

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